

S A F E T Y

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Two Sections - Section One



The **NATIONAL SAFETY COUNCIL**, the heart of the safety movement in America, collects and distributes information about accidents and methods for their prevention. Organized on a nonprofit basis, the Council promotes safety in industry, traffic, school, home and on the farm.

SAFETY EDUCATION is the official publication of the School and College Division of the Council.

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S A F E T Y

Volume
XXIX

No. 5

Section
One

E^{du}cation

• • A MAGAZINE FOR TEACHERS AND ADMINISTRATORS



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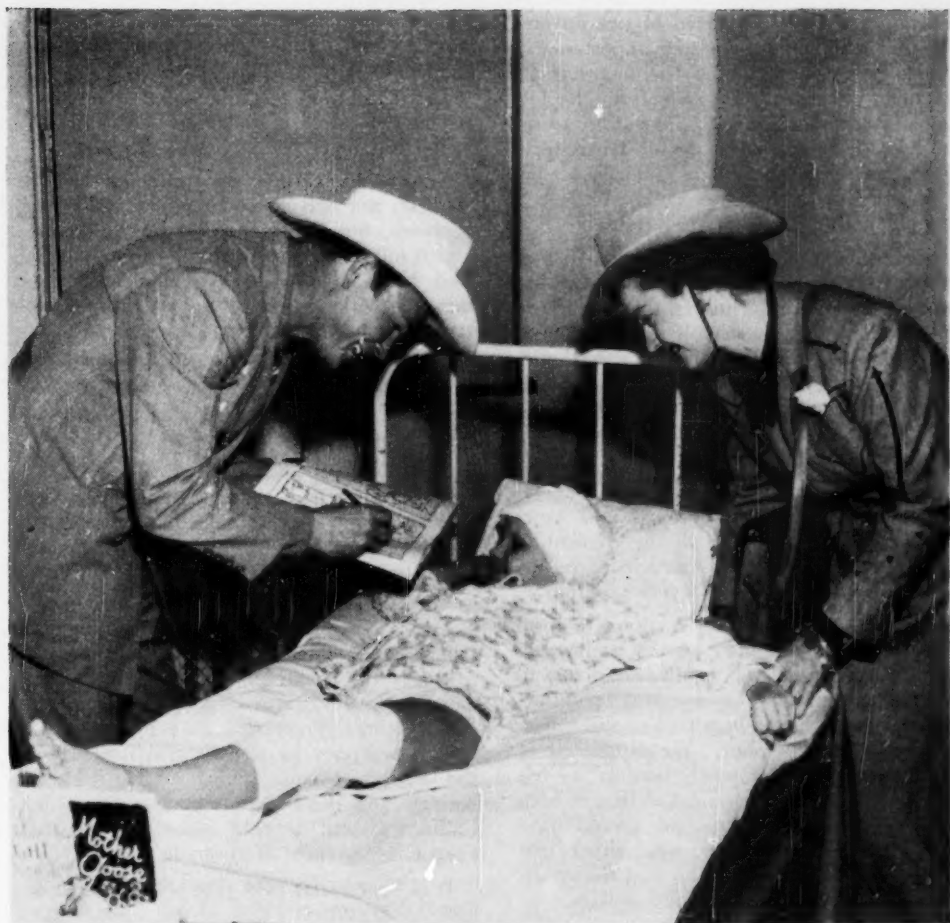
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Carelessness Doesn't Pay!

by ROY ROGERS

I HAVE made it a practice to visit as many hospitals as possible, during my travels about the country, to bring comfort and good cheer to the many girls and boys bedridden by accidents. I would hazard a guess that I have visited several hundred thousand children

ROY ROGERS is star of stage, screen and radio, Hollywood, Cal.

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during the past ten years and, in my talks with them, their parents and hospital attendants, I have found that most of the children in hospitals are there from acts of carelessness, taking unnecessary chances during play, or from playing too roughly . . . in other words, the smallest percentage of children were incapacitated because of unavoidable accidents

which might have happened to just anyone. This brought home to me the importance of trying to do something to help correct an appalling situation. For aside from the fact that an injured child is heart-rending, to say the least, it is also an economic hardship to a great many parents who financially are not in a position to give their children the best of care in such times of misfortune.

So I thought it would be a good idea to lend my services to a plan that could stimulate interest whereby children, particularly in the elementary grade schools, could be made safety conscious through an educational program, so they would be constantly alert to danger from traffic accidents going to and from school, while at play on the streets, and from other causes.

I was very happy indeed when the National Safety Council approved and sanctioned my plan to invite all the elementary schools of the nation to participate in my Annual National Safety Awards program.

When I announced my intention to form a safety awards committee here in Hollywood, for the prevention of traffic accidents to school children, the response was spontaneous, and the desire to be a part of this movement was an eager one. We attempted to choose our committee wisely because we felt since ours was a plan to aid and benefit both children and their parents, we should have people on our committee who either had children of their own or who had shown interest in various phases of child welfare.

The committee for our first annual award consisted of myself; Wayne P. Hughes, director of the school and college division of the National Safety Council; Jeanette MacDonald; Maureen O'Sullivan; Joan Bennett; Alice Faye and Jean Hersholt. At the time of our scheduled meeting to vote for the awards, Miss Bennett, Miss Faye and Mr. Hersholt were unable to be present and it became necessary to make substitutions. We were fortunate indeed in securing assistance from Lloyd Nolan, Margaret O'Brien and George "Gabby" Hayes.

We met with Dr. Hughes, who came to Hollywood from National Safety Council headquarters at Chicago to attend our luncheon at the Beverly Hills Hotel, and we were impressed with his sincerity and soft spoken manner.

I was particularly taken with the way the committee approached the task of voting for

the award winners. The campaign books submitted by the various schools were beautifully prepared, with great care and detail, and it took a considerable amount of time for each member of the committee to scrutinize and weigh judgment before casting his vote.

It was this earnestness and seriousness of thought, not only in making their individual decisions, but in the round-table discussions which followed, that struck me so profoundly, and I knew that here we had a serious-minded working group of persons bent on trying to accomplish some good.

With this motivating spirit, I invited the committee to remain intact to serve again for next year's safety campaign, starting with the fall school term in September.

Two hundred and twelve entries were received from schools having perfect accident prevention records. This field was narrowed down to seven schools which were finalists in the voting of the committee and the results were as follows:

First Award to the John M. Patterson school of Philadelphia, Pa.; Second Award to the North Hi-Mount school of Ft. Worth, Texas; Third Place Award to the Pottstown Public school, Pottstown, Pa.; Fourth Place Award was tied by the Central school and the Fourth Avenue school of Hutchinson, Kansas, and the Balboa school of Glendale, California; and Seventh place went to the Ford Greene school of Nashville, Tenn.

It is hoped that next year we will have at least 2,000 entries.

While I realize that our safety awards committee actually is not doing the work of preventing accidents, that this all-important work becomes the responsibility of the school personnel, the principals, the teachers, the safety corps, the parent-teacher associations and the boys and girls themselves, if we can furnish the incentive to the boys and girls to be more careful, to exercise caution, and not take chances, and if our efforts are responsible even in some small way for the saving of just one child's life, I feel our efforts certainly will be worth while.

I am particularly grateful to Dr. Hughes and the National Safety Council for their splendid co-operation and support in this undertaking, to the parent-teacher associations for their able assistance, and to the various boards of education for encouraging their safety bureaus and their elementary schools to participate.

SPEAKING FOR SAFETY

An abstract of a speech
presented at the 37th
National Safety Congress.

by HEROLD C. HUNT

WHEN a superintendent of schools speaks for safety education he speaks for that phase of the educational program without which all else is lost. The girls and boys in our schools today must be thoroughly grounded in safety knowledge and safety measures that they may live to carry forward our heritage. The school is the only place in which it is possible to effect systematic safety training.

Safety education need not necessarily be taught as a separate entity. In fact, to prove most effective, its concepts should be imparted to school pupils as a phase or a characteristic of every area of study. The idea of safety should pervade the entire curriculum of both the elementary and the secondary school. "To do things safely" should become synonymous with, should supplant, in fact, merely "to do things." This can, of course, be accomplished only through concentrated attention and emphasis from the beginning of life.

Perhaps the very first safety experience for the school child—and this can also become a means of safety education for adults as well—is provided in a safe trip to school. Whether it be on foot or through some mechanical means of transportation or locomotion, traveling to school should become an adventure in safety.

Pupil activities may well be centered around the trip to school until the safety habits in connection with that experience are not only automatic but "reasoned automatic." Habits which call up perfunctory reactions are not always the best. Those which produce actions tempered by careful and correct reasoning are the more sound. Study plus prac-

tice brings about this desirable effect.

Within the classroom and the school too should the elementary pupil live a life of safety. Safety lessons, integrated into social studies, science, health, home economics, industrial arts, and other subject fields, safety activities given expression in music, art, composition, and other creative experiences, combine to develop a groundwork in safety education which is both fundamental and lasting in the total life of the child.

In the elementary school too are there countless opportunities afforded through the safety patrol. Providing experiences in leadership for the members of the patrol and followership for those who yield to the authority of their schoolmates, the safety patrol reflects the practice of democracy, as well as the application of safety principles and knowledge.

Safety committee meetings give the student body a voice in the school safety program.



DR. HUNT is general superintendent of schools, Board of Education, Chicago, Ill.

Safety Education for January, 1950

The safety council, whether as a parallel, a subsidiary, or an extension of the student council, provides further opportunity for the interplay of democratic and safety concepts. Functioning in either an advisory or a pseudo-executive capacity, the elementary school safety council develops a safety consciousness throughout the school which will yield outstanding safe practices on the part of every pupil. It can offer the true means of making safety pervade the entire school climate.

Safe practices in the elementary level, further, can transcend the school environment and reach into the home. Accident prevention techniques practiced in school, for example, are likewise practiced at home. As the child climbs and descends the school stairs so does he perform this routine at home. And if he is cautious about his actions on the flight of steps, making both the up and the down trips carefully and in an even, not too rapid, pace, his parents are more than likely both to encourage and to imitate him.

Another activity which provides excellent opportunities for home and school co-operation in safe practices is the annual home safety inspection or clean-up campaign. These projects function rather similarly and generally include a check list of items to be inspected for safety features. Focusing attention on the elimination of hazards, the home inspections serve to safeguard property, as well as to teach safe habits in housekeeping.

Many additional opportunities for experiences in safety education are afforded on the secondary school level. In addition to well-organized and effectively presented safety units included in the social studies and science curriculums, emphasis on safety can be achieved in all shop courses and in athletics.

Emphasis on traffic safety education and driver education has, for a number of years now, been evident in the secondary school. Behind-the-wheel driving experience is now an important part of the school program for many high school students. The influence of these safety-conscious young people will likely do much in the years ahead to reduce the traffic fatality record which has grown recently to such alarming records.

The responsibility of the superintendent of schools in administering the safety program is a job of enlisting and co-ordinating all available resources. First there must be developed a safety consciousness among the members of the faculty and other school personnel.

Then the co-operation of the community must be secured. Parents naturally are interested in those things that promote the welfare of their children. Reports from the school interpreting its safety efforts, plus the evidences of safety teaching apparent in the actions of their children, will soon bring about enthusiastic community participation and co-operation.

The safety education program may be conceived as the delineation of a circle ever widening in its support, its effectiveness, and its implications.

There are, however, still other responsibilities of the superintendent of schools in administering the safety education program. His is, of course, the responsibility of providing and maintaining a safe school environment. Educational accessories in all school buildings must be safe.

Gymnasiums and playgrounds and their equipment must conform to safe standards, and supervision must be a condition in their use. Shops and laboratories must have every safety feature. Fire alarm systems must function effectively and fire extinguishers must be accessible.

Still another responsibility of the superintendent of schools, in many districts, is the provision of safe transportation. Buses or other vehicles which bring students to school from distant points must be up to standard, and must abide by all safety and traffic regulations.

As in all other phases of education, evaluation is an important part of safety education and all methods of evaluation must be employed to determine the effectiveness of the teaching. Perhaps the most significant means of measuring the real value of the efforts in safety education is the safety record.

Classroom and building inspections afford further opportunities for evaluation, and the ratings as recorded on the check lists reveal readily the strong and the weak points in the safety education effort. The home inspection check list likewise provides some indication of the carry-over of the safety teaching and the responsibility which the individual pupil assumes in the elimination of hazards in his home environment.

Whatever the means of evaluation, or however the evaluative process may be carried on, the important responsibility is to measure the results so that the success of the effort may at all times be known. Only as an outcome of

(Please turn to page 40)

Integrating



in Industrial Arts

by CARL E. FRANKSON

INDUSTRIAL arts, as an integral part of general education, has as its primary function the interpretation of the technical or industrial society in which we live. Assuming that we agree on this statement, then our modern industrial arts laboratories should reflect that industrial environment.

It might be assumed that the primary objective of safety education in the school laboratory is for the immediate welfare of the student. Safety education separated from the normal situation would be much the same as individual letters of the alphabet in contrast with groups of letters forming coherent patterns. Safety education, therefore, must be taught as an integrated phase of regular instruction and not as a separate entity.

Good safety education results in training safety-conscious individuals. This state of mind is created by constantly teaching safety as an integral part of all class work. The master teacher uses finesse, humor and applied psychology. The instructor who becomes a perpetual nagger soon develops in his pupils an attitude of hypersensitivity to danger and a reluctance to work with any media or machine which requires more than ordinary safety precautions. The unconcerned instructor, on the other hand, leads his students with a "devil may care" attitude. This lack of foresight develops a cocky worker who has little or no regard for safety, be it his own or his fellow workers'. Modern psychologists advocate the positive approach in teaching

safe habits. Safety instruction which has fear as a basis has no place in modern teaching.

Safety instruction in industrial arts teaching units should be integrated. The supervisor and his staff should devote periodic blocks of time to the discussion of this important phase of education. Effective safety instruction has its roots in the staff that is wholeheartedly sold on the worthwhileness of the safety program. Co-ordinated work of the staff will eliminate the duplication of efforts. Boredom on the part of the pupils will also be eliminated to a great degree because the same lectures and same visual and auditory aids will not be given over again.

Unsafe practices and procedures on the part of staff members and pupils should be fully discussed. These problems should be attacked simultaneously in all classes when they become evident.

Staff planning of trips for pupils to visit industries to observe safe practices and procedures in conjunction with the usual educational observation of industries has a definite functional value. The sequence and time spacing element are very important and should be planned in such a way as to progress by degrees from the elementary to the complex.

Staff discussions on policies and techniques should result in a unified plan acceptable to all. If all staff members endeavor to teach safety education on a mutually agreed basis, there will be a minimum of repetition.

Pupil participation in policy making should be encouraged. Committees composed of one

MR. FRANKSON is chairman of the department of industrial arts education, State Teachers college, Newark, N. J.

or two from every industrial arts area should form the pupil council. This group should meet with the regular industrial arts staff at scheduled times.

Integration of safety instruction in industrial arts teaching units may also be achieved by soliciting the co-operative efforts of the entire school faculty. The chairman of the industrial arts department could discuss safety policies and techniques followed by his staff. Faculty members so enlightened should be encouraged to practice and follow these policies and techniques in regular classroom work.

Another technique which may be used to integrate safety instruction is that of bringing in speakers. These persons should be recognized experts, such as industrial safety directors, members of organized safety councils and fire marshals. Safety instruction as taught in the laboratory areas would, therefore, be closely associated with community living.

Another technique which could be used within the school itself is that of dramatized safety programs. Skits or plays presented by industrial arts pupils in the school assembly would afford many pupils the opportunity of personality growth, as well as performing the important task of presenting an effective and dramatized safety message to the entire student body.

Visual and auditory aids should be used frequently in the industrial arts class work. Careful planning on the part of staff members will insure co-ordinated presentations. Pupil discussions of these aids should be encouraged at all times.

The techniques of integrating safety in industrial arts teaching units which have been mentioned are not meant to be all in-

clusive. They are merely a few ways in which integration may be achieved. Undoubtedly you could think of several others.

By way of summary these points appear to stand out:

(1) Industrial arts, as an integral part of general education, has as its chief function the interpretation of our technical society.

(2) The modern industrial arts laboratories should reflect technical environment.

(3) The primary objective of safety education in the school laboratory is for the immediate welfare of the student.

(4) Safety education should be taught as an integral part of regular instruction.

(5) Modern psychologists advocate the positive approach in teaching safe habits.

(6) Safety instruction which has fear as a basis has no place in modern teaching.

(7) Safety instruction in industrial arts teaching units should be integrated.

(8) Staff and pupil planning of safety policies should be encouraged.

(9) Industrial visits to observe safe practices is an effective approach to the teaching of safe habits.

(10) The co-operative efforts of the entire school faculty should be solicited in the teaching of safety.

(11) Recognized authorities in safety should be invited to speak to the pupils.

(12) Dramatized safety programs are effective in the teaching of safety.

(13) Visual and auditory aids should be used frequently as an integral part of regular class work.

(14) Effective safety instruction results in healthy, happy and contributing citizenry.



Safety education in industrial arts teaching units should be integrated. The shop rooms should reflect the technical environment of industry.

WE Like Touch Football!

A Defense

by H. EDWARD WILLIAMSON

FOR several years, various universities and colleges have been building up a case against touch football, chiefly on the grounds that it is a hazardous sport. The most recent attack, however, presented in an article titled "Touchball or Not" by George W. Haniford, assistant professor of physical education, Purdue university, Lafayette, Indiana, and published in *SAFETY EDUCATION*, May, 1949, and reprinted in *The Journal of School Health*, October, 1949, is leveled not only at the game from the safety angle, but also from the standpoint of being unpopular with the students.

During the three years that Florida State university has been a co-educational institution, touch football has been one of the more popular intramural sports, more students participating in it than in any other sport, with the exception of softball.

Contrary to the experience of Purdue and other universities, it has a clean record as far as serious injuries are concerned. During the school year 1948-1949 more than 150 games of touch football were played in intramural competition at Florida State university and not a single injury occurred that necessitated first aid, hospitalization or loss of time from school by any student. In fact, more injuries occurred in some of the other sports that are considered much less dangerous than touch football.

This is not only true of the year 1948-1949, but also for the two preceding years.

There must be a reason why other schools are incurring so many and such serious injuries. Mr. Haniford states that "Purdue university revised the rules so that no blocking is permissible other than in an upright position." Is it not an incorrect assumption that blocking cannot become vicious and dangerous even when the blocker is in an upright position? Perhaps it is not so dangerous to the person being blocked but to the blocker himself, since the defensive player can charge into the blocker's exposed mid-section

which the upright position leaves completely unprotected.

In modifying the rules of touch football at Florida State university, the question was asked—What are the things that are most likely to cause injury in the game as it is usually played? The apparent answer was body contact. With body contact ruled out there should be little danger. The modified rules then permitted no blocking other than screen blocking, as used in basketball. The defense was not allowed to charge into the blocker or make other than incidental contact with him. To compensate for this, a five-yard restraining line was set up for the defense, thus giving the passer a chance to get his pass away. The passing rules were different from those in use at Purdue, in that they allowed only one forward pass beyond the line of scrimmage, but every player on the team was an eligible pass receiver.

Mr. Haniford further states that "In an attempt to make the game safer, the majority of intramural directors have changed many of the game's rules, until today the present game of touch football does not resemble the game of football." Because of this, Purdue changed the name of the game from touch football to touchball.

Although blocking and tackling have been ruled out of the game at Florida State university, there has been no felt need for a change in name. The game is played with a regulation football on a regulation football field; it embodies the fundamental skills of passing, running and kicking as used in football; it uses all of the rules of football other than those relating to distance to be gained for first down and the ones applicable to blocking and tackling. To us the game as played more nearly resembles football than any other game.

We have eliminated only two fundamentals of the game of football, tackling which has been supplanted by touching, and blocking which is replaced with screening. Therefore, we have retained the name of touch football, a game growing in popularity at Florida State university.

MR. WILLIAMSON is director of intramural sports, Florida State university, Tallahassee, Fla.

TARGET Gymnasium

by JENNIE SPADAFORA

MORE than two fifths of the school building accidents reported to the National Safety Council for the 1948-49 school year occurred in the gymnasium, swimming pool and showers while students were engaged in physical education activities.

The average gymnasium-basketball rate per 100,000 student-days was 0.36. However, the rates varied from 0.01 to 0.12 at the elementary school level and from 0.46 to 1.35 at the junior and senior high school level.

The average rate for other gymnasium activities was more than double the basketball rate—0.82. Moreover, the rate for other gymnasium accidents in each grade was higher than the basketball rate. Below the seventh grade the rates were less than the all-grades rate, but for grades seven through twelve they were well above it. The largest rate, 1.89, was recorded for the eleventh grade, followed by 1.84 for the eighth grade.

Swimming pool and showers had an average rate of 0.13. Seventh graders had the highest rate, 0.38, and tenth graders were next with a rate of 0.30.

The accompanying chart gives a comparison of the frequency of physical education accidents by month at the elementary, junior and senior high school level.

MISS SPADAFORA is a member of the statistical division of the National Safety Council.

In general, gymnasium activities other than basketball were responsible for the greatest number of physical education injuries. Also, they were important in every month of the school year.

Basketball injuries in the elementary school were fairly important in February. In the junior and senior high school grades they were of considerable importance in each month from November through March, reaching a peak in January and February.

The rates for swimming pool and showers showed less monthly variation than the rates for basketball and other gymnasium accidents—particularly in the junior high grades. However, they were appreciably higher in December and February than in any other month of the school year.

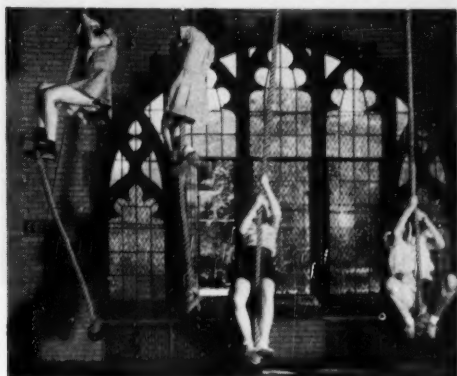
Considering the relatively small amount of time allocated to gymnasium and swimming pool activities, the rates are high. Further, if rates could be based on hours spent at each location in the school building, the gymnasium and swimming pool would stand out even more prominently, compared to such places as classrooms. This warrants a careful analysis of physical education accidents, to determine the underlying factors involved and to serve as the basis of further prevention work.

Gymnasium and Swimming Pool Accident Rate*

September, 1948 to May, 1949

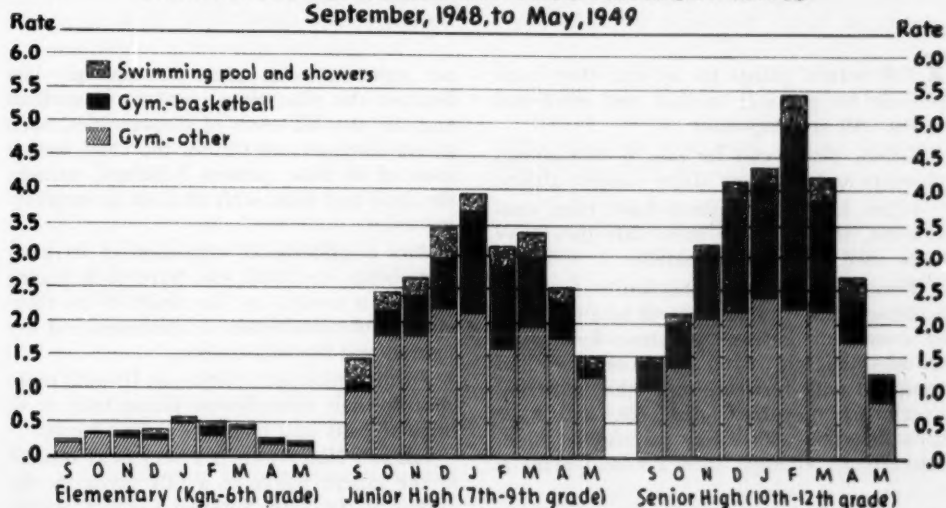
	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
Elementary (Kgn.-6th Grade)									
Swimming pool & showers	.01	.00	.01	.06	.07	.05	.02	.02	.03
Gym—basketball	.00	.01	.05	.08	.02	.15	.04	.02	.02
Gym—other	.17	.32	.27	.23	.47	.29	.39	.21	.17
Junior High (7-9th Grade)									
Swimming pool & showers	.37	.31	.28	.44	.23	.34	.39	.22	.24
Gym—basketball	.07	.34	.56	.73	1.49	1.16	.99	.53	.13
Gym—other	.99	1.75	1.75	2.14	2.06	1.53	1.89	1.70	1.13
Senior High (10-12th Grade)									
Swimming pool & showers	.15	.20	.17	.32	.21	.51	.34	.46	.11
Gym—basketball	.35	.59	.92	1.68	1.77	2.76	1.70	.55	.30
Gym—other	1.00	1.34	2.08	2.15	2.35	2.16	2.15	1.66	.83

Gymnasium activities, other than basketball, were responsible for the greatest number of physical education injuries in the school.



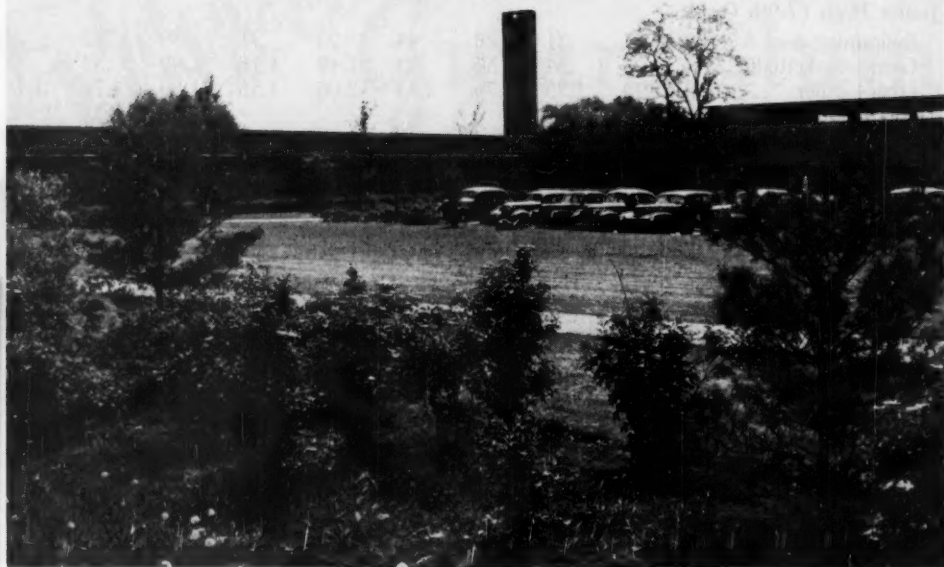
GYMNASIUM AND SWIMMING POOL ACCIDENT RATES*

September, 1948, to May, 1949



*Rate is the number of accidents per 100,000 student-days.

SCHOOL BUILDINGS Can BE SAFE



by WALTER D. COCKING

FOR school plants to be safe they must provide for physical, mental and emotional safety. All are important.

School plants can be safe if educational planners and designers utilize creative ability.

When safe school plants have been constructed, then to keep them safe they have to be used and operated safely.

The school plant of the future (ground, buildings, and equipment) will be a one-story or a series of one-story structures located on an adequate site of ten or more acres and equipped with furniture and other materials which are movable, adjustable, and have been designed with safety features in mind. Interestingly enough, such a school plant is

not only the safest plant but also provides best for the educational welfare of students and the over-all needs of communities. Such plants eliminate, of course, the chief danger spots of so many present buildings, namely, the steps and stairs with all their accompanying evils.

Any neighborhood, regardless of its location, urban or rural, can have such plants. All that is needed are the desire of the community, the intelligence of planners and designers, and the will to do it.

Furthermore, such plants can be built more cheaply than monumental plants both as to original costs and long-time over-all costs.

Editor's Note: This is a very brief resumé of the salient points of a talk given by the author at the 37th National Safety Congress and Exposition.

MR. COCKING is editor of *The School Executive*, New York, N. Y.

JACKSON'S MILL GRINDS

by WILLIAM H. FALTYSEK

THE figurative grinding was done at Jackson's Mill (West Va.) October 2-5, 1949, during the National Conference on High School Driver Education, and the final product promises to supply the driver education "table" with food for consideration and action.

"Head millers," Wayne O. Reed, chairman of the conference and superintendent of public instruction, Lincoln (Nebr.), and Robert W. Eaves, conference secretary and secretary of the National Commission on Safety Education of the National Educational Association, Washington (D. C.), threw the switch and the machinery began to move.

One hundred and fifty helpers and sponsors from 45 state education departments, colleges and universities, city and county school systems, the National Safety Council and other organizations interested in safety were on hand—by invitation—to assist.

The material to be ground into the finished product of "policies for the inauguration and expansion of educationally sound driver education programs as an integral part of the high school curriculum" was the invaluable experience of all the Jackson's Millers present.

Guarantee of a first-class job needs no further enlargement when the sponsors are known: National Council of Chief State School Officers; the National Commission on Safety Education; American Association for Health, Physical Education and Recreation; American Association of Colleges for Teacher Education; American Association of School Administrators; Department of Rural Education; and National Association of Secondary-School Principals.

Chronologically, actual operations can be broken down into five steps and their corresponding results and conclusions. First of these was the conclusion that effective programs of high school driver education will teach not only proper driving techniques but also a general sense of responsibility in the young citizen.

Secondly, the Millers agreed that *specific* instructional suggestions were not feasible because of varying local conditions. Reasonably general considerations were necessary. It was further agreed that contests pitting the skill of one individual against another, as an instructional method, should definitely be denounced. Likewise, promotional or commercial supplementary materials were approved only in so far as they did not distort the educational programs.

In the third step, three fundamental recommendations were adopted: "(a) there should be no legislation requiring schools to provide driver education; (b) financial support for driver education should come from the same sources that support the school's whole program—not from earmarked funds; and (c) in both local school systems and state education departments a well-qualified person should be designated as responsible for safety education programs (including driving)."

At this point the Conference agreed that both classroom and behind-the-wheel instruction were necessary for a complete program and that driver education should be offered as a regular part of the curriculum. Forty-five to sixty hours were recommended as a minimum total time for a complete program—with an average minimum per student of thirty hours of class work and six hours of behind-the-wheel practice.

The Millers also agreed, however, that parental co-operation plans and classroom instruction by itself have practical value.

As a fourth step, these highly-efficient workmen pointed out that no matter how good a product, the end results depended upon the users—in this case the teachers. Their qualifications, preparation and certification were considered vital. Enthusiasm for all phases of safety education, more than average patience when behind-the-wheel training is involved and an above-average driving skill (plus a record free of accident-repeating and exces-

(Please turn to page 40)

MR. FALTYSEK is assistant to the editor.

OHIO

Teaches

DRIVING

by CHARLES D. VIBBERTS



Ohio students study construction, maintenance and operation of the automobile before they get behind the wheel of a car for further instruction.

HIGH school students are going to drive automobiles whether they ever use Latin, Spanish, history, biology or chemistry. The automobile is as much a part of the average American's life as his toothbrush. If these statements are true, then all high schools must assume responsibility for teaching driving.

School authorities in Ohio, slow to take up the challenge, the *real* challenge of this new field of education, have at last realized that they can no longer afford to withhold driving instruction. They are aware of the fact that the money lost through motor vehicle accidents in *one* year would pay for teaching more than 40,000,000 persons to drive safely and efficiently.

Did you start to drive within the past 20 years? Did you receive any training or instruction in the art of driving? If you did, you probably were told where this or that gadget was, how to start the motor, how to shift gears and how to steer. That probably was the extent of your instruction, but you no doubt felt that this was sufficient to make you an expert behind the wheel. This may have been all right when there were fewer cars on

the highways, and their speed was limited, but not today!

Compare your training, if any, with that offered today in the Ohio high schools—courses which meet the standards developed by the state department of public instruction. These standards are high, and rightly so: fully qualified teachers, specifically trained in the field; written consent of parents for pupils to enroll in the course; the use of dual-controlled cars for behind-the-wheel training; cars fully covered by insurance to protect the public, the occupants and the car; credit towards graduation given for successful completion of the course; standard textbooks and other instructional materials for classroom instruction, and a minimum of 60 hours of instruction.

Ohio high school pupils spend 36 hours in the classroom, studying sound driving practices, individual driver qualifications, driver and pedestrian responsibilities, rules of the road, traffic laws and ordinances, construction, maintenance and operation of the motor vehicle, society's responsibilities, and a host of related subjects. The remaining 24 of the 60 hours are spent in the dual-controlled driver training car, six of them actually behind the wheel and the balance as observer-learners.

MR. VIBBERTS is director of safety and education, Ohio State Automobile association, Columbus, Ohio.

The classroom instruction is supplemented by lectures and discussions by experts in various phases of traffic safety—traffic engineers, traffic enforcement officers, insurance specialists, judges and others. Visual aids and psychophysical testing devices are used—the latter to determine the pupil's reaction time, visual acuity, peripheral vision, depth perception, night vision, steadiness, and glare resistance and recovery. If the school has an automotive shop, it is visited to study the working mechanisms of the automobile. If not, a nearby garage may be visited. Compare, if you will, *your* instruction with this thorough, all-round program.

Behind-the-wheel training is naturally the real thrill of the course. In groups of four, boys and girls, who have never sat behind the wheel of a modern automobile, are taken out on the practice field or a barricaded practice street. Students discuss, before starting out, the various safety features of the car—lights, horn, brakes, windshield wipers, rear vision mirror, etc. These future drivers know where all mechanical parts are, what they are for and how to use them. Driving students realize the necessity for properly adjusting the seat for comfort and ease of driving, and they use the rear vision mirror for seeing what is approaching from the rear.

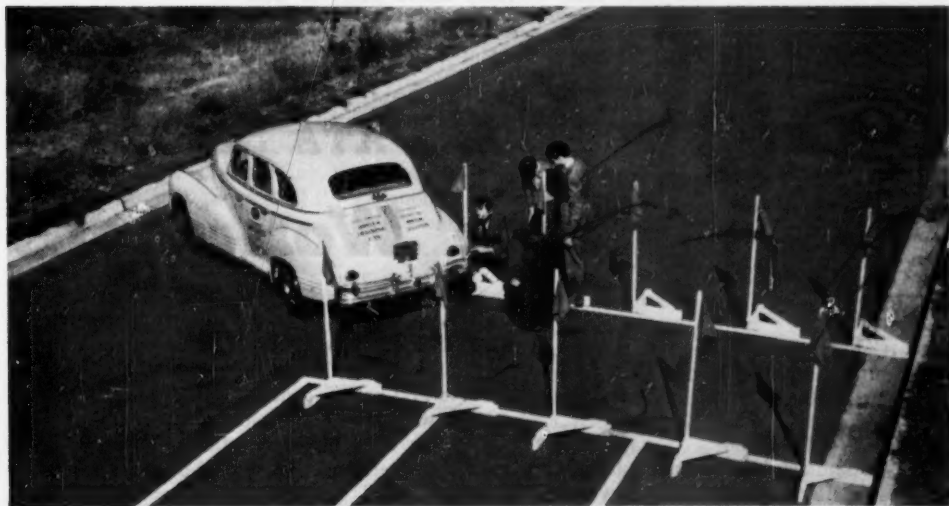
Students are taught the step-by-step procedure of starting the motor; the procedure for shifting into low, starting and stopping in low; for shifting into low, then into second

and stopping in second; for shifting through to high gear and stopping in high gear. They learn the proper procedure in using the clutch, in using the brakes, in steering. Later they are taught how to make right and left turns safely and properly, how to back the vehicle properly and still later how to park parallel and on an angle. They are taught how to park the vehicle on a down-grade and an up-grade. *They are taught how to drive!*

While driver education and training is essentially an educational procedure and must, therefore, be handled by educators, many agencies other than educational ones have assisted in the program in Ohio. The automobile clubs have assisted schools in the training of teachers and securing cars and text materials. Members of the state highway patrol, the state highway department, local police departments and other interested groups have assisted in class instruction.

High school students do not, as a group, have a driving record of which to be proud. Based on miles driven per fatality, 16-year-old drivers have a record many times worse than drivers 45 to 50 years of age. This younger group tends to express its lack of preparation by excessive speed, disregard for sound driving practices and abuse of the car itself. The exuberance of youth needs only to be channeled toward usefulness and proficiency, which is what the high school curriculum in general is designed to do—and must do—to reduce traffic accidents and fatalities.

Behind-the-wheel training is the thrill of the course. Barricaded streets or practice areas marked off for backing, turning, etc., enable students to get actual experience in driving.





An ideal home workshop allows plenty of room for machines and tools, as well as ample storage space which is convenient and safe.

SAFETY EDUCATION DATA SHEET **-No. 41**

Home Workshops

Statistics

1. There are no national statistics available on the number of accidents or injuries sustained in home workshops.

The Problem

2. Home workshops have played a part in the life of this country as long as there have

been homes in which to live. In the early days these workshops were a necessary part of everyday life, but with the advent of larger urban centers and industrial specialization, the home workshop became increasingly a hobby rather than a necessity. Possibly because so many schools, vocational or otherwise, have school shops of all kinds,

workshops in homes again are on the increase.

3. Having and using a home workshop is an interesting and instructional hobby but can be a source of accidents if attention is not given to sound safety principles.

Equipment

Hand Tools

4. Every workshop necessarily contains hand tools along with whatever machines are there. Safe use of hand tools is covered in Safety Education Data Sheet No. 15—Hand Tools. However, a few general rules are repeated here. Use a protective cover on the cutting edge of tools being carried or not in use; check to see that there are wedges in the handles and always replace split handles; wipe hands and tools clean before using them, and clean the tools before putting them away; do not use tools except for the purpose for which they were designed. Any other use of tools is always dangerous. Store tools so that they cannot fall, causing injuries, and so that they do not become damaged while not in use. Damaged tools are not safe tools.

Circular Saws

5. The saw should be equipped with a guard. Before starting up a power saw, check to be sure the guard is in place and working properly.

6. Always use a pusher stick—not the hands—when ripping short or narrow work. Do not attempt to cut extremely short or narrow work on a circular saw.

7. Keep a firm grip on the work, but don't put too much weight against it or crowd the saw. When the work "gives" you could slip into the saw. When sawing, balance your weight equally on both feet. Proper stance will prevent accidents.

8. Always keep the hands out of line with the cut, and, when ripping, do not stand directly in line with the saw. If the job should kick back, abdominal or other injuries could result. A good practice is to wear a kick-back apron.

9. Never reach over or around the saw when it is in motion.

10. Lower the saw teeth below the table when the saw is not in use.

11. When cutting, teeth of saw should not extend more than $\frac{1}{8}$ inch above work.

12. Do not use a rip saw for crosscutting or a crosscut saw for ripping, and always use

a fence when ripping and a guide when cross-cutting.

Band Saws

13. Band saws are safer to operate than circular saws since there is no danger of kick back and they can be more completely guarded. Both upper and lower wheels should always be guarded.

14. There should be a self-adjusting guard on the working side of the saw blade between the upper wheel enclosure and the guide rolls for the gauge. The lower wheel guard should reach the floor so no one can reach under the table and possibly be cut by the blade. Both guards should be kept closed to hold in the saw blade in case it should break and to prevent accidental contact with either wheel. Guards should be hinged to permit changing saw blade.

15. Do not use a cracked saw blade. A blade that "clicks" as it passes through the work is usually cracked and possibly ready to break. Turn off the machine and change the blade. If a blade breaks, shut off the power and wait for the machine to stop completely before attempting to remove the broken blade.

16. Do not stop a band saw suddenly, and do not stop the saw by forcing a piece of wood against the side or the cutting edge of the blade after the power has been turned off. Either practice is dangerous because it may snap the blade.

17. If the work binds, don't attempt to back the work away from the blade while the saw is running.

18. Do not cut cylindrical stock with a band saw, and don't turn small radii with large blade.

19. Clear away sawdust and chips with a brush. Never use the hands, rags or waste.

20. Keep saw evenly and accurately set.

21. Inspect all material to be used for nails or other metal. Metal hitting the saw teeth may cause the saw to break, will damage the saw and can easily cause injury to the operator.

22. Don't leave waste wood or sawdust on the floor. Sawdust is slippery, and loose ends of wood may trip the operator, causing him to fall against revolving saw.

Grinders

23. Always wear goggles when grinding and be sure they cover the eyes properly. This applies even though the wheel has a glass shield.

24. Use the face of the wheel only, unless it is designed for grinding on the side. Otherwise, side pressure may break the wheel.

25. All wheels should have a protective hood. Do not grind unless there is one on the wheel.

26. Stand to one side out of line of the wheel when starting it up.

27. Let the wheel warm up before using it heavily; the work should be fed gradually. Using too much pressure or striking the wheel suddenly may cause it to break.

28. Keep the tool rest only one eighth of an inch from the grinding wheel. Too much clearance may cause the job to jam the wheel and break it.

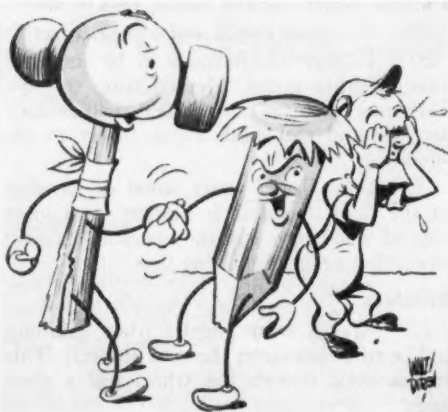
29. Do not set the tool rest while the machine is in motion, and wait for the wheel to stop after the power has been shut off. Don't attempt to stop the wheel by using the hands.

30. Never use a wheel if it has lower rated speed (maximum revolutions possible per minute) than the r.p.m. of the spindle.

31. Stop wheel if it chatters or vibrates excessively. This may be a danger signal that wheel is not properly balanced or not attached securely to spindle.

32. When replacing or mounting a grinding wheel, be sure that it is in good condition, and don't force it on the spindle. Doing this may crack the wheel. On the other hand, a wheel must not fit too loosely or it will run off center. Use compression washers when mounting a wheel, and check the nuts on both ends of the spindle to see that they are tightened properly. After mounting, turn the wheel by hand to see that it runs free of the tool rest or protective hood.

Using tools which are in poor condition is the surest way for anyone to have a serious accident.



33. Hold the job against the grinding wheel firmly so that it will not slip out of the hands and cause the hands or fingers to come in contact with the wheel. Don't wear gloves or use a rag to hold the work. Either of them could get caught in the wheel and injure fingers or hands.

Metal Lathes

34. Metal lathes are commonly used machines in home workshops. If safe operating precautions are followed, there need be no injuries caused by them. On the other hand, failure to develop safe working habits can cause injuries ranging from the very minor to the very serious.

35. Before turning on the power, check all guards to see they are in place and working properly. Also be sure that the tailstock, tool holder and the job are properly clamped. Set the tool rest as close to the work as possible.

36. Use hand power only, when putting on or removing chucks or faceplates. Do not use the power that operates the lathe.

37. Make it a habit never to leave the chuck wrench, or any other tool, in the chuck. If the machine is turned on, it may fly out and injure the operator or some other person.

38. Do not use rags, waste or hands to brush away metal chips. Use a brush or a wood paddle. Metal chips or curls should not be touched with hands at any time. Extremely sharp edges can cause deep cuts.

39. Do not use a wrench on moving work or parts, and never try to feel edge of, or adjust, a cutting tool when lathe is running.

40. Don't take too heavy a cut. Doing this may force the job out of the lathe and cause it to fly out of the machine.

41. Don't attempt to stop the chuck with the hand. The hand or fingers could get caught in one of the chuck jaws or some other part of the lathe.

42. Occasionally sweep away metal chips that gather on the floor around the machine. Chips are slipping hazards, and chips or curls may cut through a shoe.

Woodworking Lathes

43. Be sure stock has no checked ends, loose knots or insecurely glued joints.

44. Set tool rest slightly below center line of stock and as close as possible to the stock to prevent catching and/or throwing of tools. But, be sure the stock clears the tool rest; check this clearance by revolving the stock by hand before turning on the power. Do

not adjust the tool rest while the machine is in motion.

45. To avoid slipping, imbed centers properly and clamp the tailstock securely. Keep the tailstock screw tight.

46. Keep faceplate screws tight.

47. Operate the lathe at its slowest speed until the stock is cylindrical. Use slow speed, even after truing the stock, on large diameter cylindrical faceplate turnings. As a general rule, the larger the diameter of the stock, the slower should be the speed of the machine.

48. Do not use a gouge on the inside of a cup-shaped faceplate job; the tools may catch and turn.

49. Turn off the machine to test the stock and do not make adjustments or use calipers while the stock is revolving. Keep lathe tools sharp and be sure they have good, strong, wood handles.

50. Use only a brush to sweep chips and shavings from the work and the machine, and do not allow excess chips to gather on the floor around the lathe; they are slipping and fire hazards.

Drill Presses

51. With drill presses, as with any other machine, proper operating habits and practices are prime safety factors.

52. Before operating the press, see that guards fit properly, are in good working order and are in position. Drills should be carefully selected as to suitability for the job and good condition, and all drift pins and chuck wrenches should be removed from the drill. Pulleys and belts should be guarded to avoid accidents caused by hair or clothing getting caught in them.

53. Never hold the work under the drill by hand. All work should always be clamped securely to the table or held in a drill vise. This is especially true of small parts. Otherwise, if the drill binds, unsecured work may revolve with the drill and injure someone. If the work should slip from the clamp or vise, do not attempt to stop it with the hands. Turn off the machine at once.

54. Shut off the motor and start drill by hand if the drill sticks in the work.

55. Do not force or feed a drill too fast. Such practices may cause drill to break or splinter, causing serious injury.

56. Wearing gloves while operating a drill press is very dangerous. They could easily get caught in revolving drill and be the cause of serious injury. If gloves are needed

to handle rough materials, wear them only when drill is not running.

57. Remove chips from work and the table with a brush—never use the hands, rags or waste.

58. Do not reach around or in back of moving drill.

General Safety Precautions

59. When working with machines that cut, saw, drill, grind, etc., wear proper apparel for the job. Do not wear rings, wrist watches or bracelets. Do not wear neckties, gloves or loose or torn clothing of any kind. Do wear shirts or jumpers with sleeves cut off or rolled above elbows.

60. Wear shoes with thick soles—safety shoes if heavy work is being done. A close-fitting cap should be worn to hold in long hair. A drill press can literally scalp a person if the hair should get caught in the revolving drill.

61. Always wear safety glasses or goggles when operating any high speed revolving machines.

62. Plan the workshop so that there is ample space to use each machine safely—that is, without danger of bumping into, or tripping over, one machine while working on another.

Housekeeping

General

63. Keep the floor free of oil and grease. They are slipping hazards. Rubber matting

Regular inspection of tools and replacement or repair of poor ones insure their good condition, and danger of accidents is greatly lessened.



around the machine makes for easier, safer standing.

64. Put tools away when not in use.

65. Do not leave tools on the table of the machine. They may fall off and cause toe or foot injuries.

66. Store materials in such a way that they cannot be tripping hazards.

Fire

67. Keep a fire extinguisher readily available at all times.

68. Use a metal can with a tight cover for oily rags or waste and for paint rags. If there is no can available, the rags may be hung singly and exposed to air on all sides. Dispose of rags when you are through working, but don't throw them in the furnace. They ignite with explosive force.

69. Store flammable liquids in tightly closed containers, and store paints, lacquers and thinners in covered cans in a metal cabinet. Do not store these items near a heater or furnace.

70. Sawdust and wood shavings are fire hazards; be careful around them when using matches or other open flame of any kind.

Electricity

71. Be sure the machines used do not put too heavy a load on any wiring circuit. If in doubt about the amount of current your home

workshop is drawing, call your local electrical shop or public service company.

72. Ground all portable electric tools.

73. Check all electric cords occasionally to see that they are in good repair.

74. Electric switches must be of a type which cannot be closed accidentally and thus start the machine.

75. Good lighting of the workshop is essential to safe operations. There should be no shadows and there should always be sufficient light to see clearly.

Safety Habits

76. Always stop a machine to oil it or to make adjustments on it or the work. Even with the power off, wait until the moving parts have completely stopped.

77. Never leave a machine running. Never leave it until it has completely stopped. Someone may not notice that it is moving, and be injured. This is particularly true with grinders and power saws.

78. If the machine has both a button and a foot pedal for starting and stopping, use the pedal for stopping only, and place a guard over it so that it cannot be stepped on accidentally. Use only the starting button for manual operation.

79. Always use the right tool for the job. Makeshift tools may cause accidents.

80. Replace all guards immediately after any repairs are made.

81. Don't permit unauthorized persons to use workshop. Remove fuses—lock switches, or in some other manner make machine inoperative in your absence.

Sources

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92. **GRINDING WHEELS.** Safe Practices Pamphlet No. 13. 15 pp. Illustrated. Chicago, Ill.: National Safety Council.

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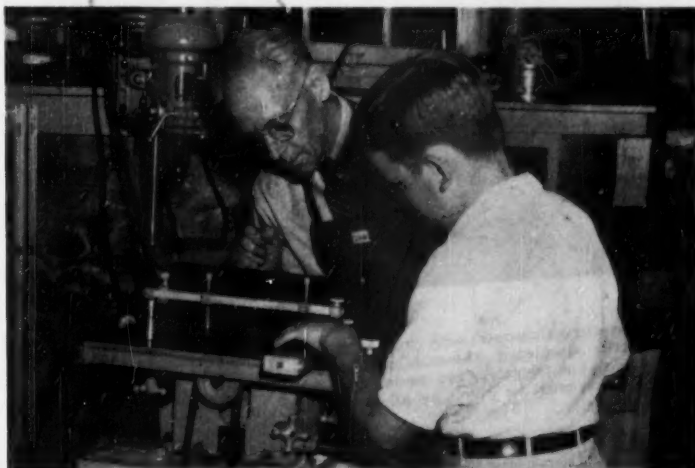
Other Safety Education Data Sheets now available are:

- (1) Bicycles
- (2) Matches
- (3) Firearms
- (4) Toys and Play Equipment
- (5) Falls
- (6) Cutting Implements

- (7) Lifting, Carrying and Lowering
- (8) Poisonous Plants
- (9) Electric Equipment
- (10) Pedestrian Safety
- (11) School Buses
- (12) Flammable Liquids in the Home
- (13) Passenger Safety in Public Carriers
- (14) Chemicals
- (15) Hand Tools
- (16) Nonelectric Household Equipment
- (17) Sidewalk Vehicles
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- (19) Alcohol and Traffic Accidents
- (20) Cooking and Illuminating Gas
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- (27) Swimming
- (28) Small Craft
- (29) Play Areas
- (30) Winter Driving
- (31) Night Driving
- (32) Winter Sports
- (33) Traffic Control Devices
- (34) Safe Conduct in Electrical Storms
- (35) Poisonous Reptiles
- (36) Motor-driven Cycles
- (37) Animals in the Classroom
- (38) Railroad Trespassing
- (39) Bad Weather: hazards, precautions, results
- (40) School Parties.

Data sheets from **SAFETY EDUCATION** are available for small fee from the National Safety Council, 20 N. Wacker Drive, Chicago 6, Illinois.

Father and son, and all members of the family using the workshop, should know the safety rules for the operation of all the tools and machinery in their home.





In an effort to teach kindergarten children of Edmonton, Alberta, Canada, correct traffic procedures, the Alberta Safety Council constructed a traffic kindergarten of streets and traffic lights on the school playgrounds.



The wrong lan



Some participants with frames hung on straps around their necks simulated automobiles. Bicycles are banned from this area, but tricycles and pedal cars are permitted. Correct turn signals must be given by all entrants.



"But, Officer, I



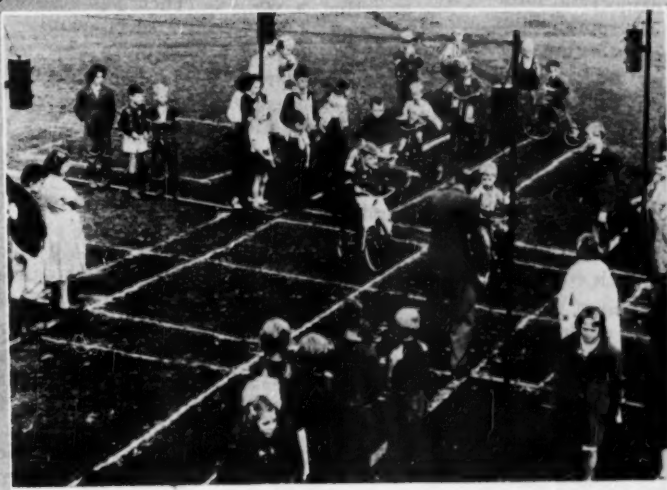
lan... boils the turn!



n't _____



To add interest, teams are chosen. Children selected from each side act as traffic policemen who see that no violations occur. A space on the grounds is selected to serve as a jail, where offenders are confined—as these two.



Curbs are made of two-by-fours, held in place by spikes. Play-ground streets are ten feet wide and have center lines and crosswalk markings. Pedestrians, as well as vehicles, must practice all of the correct traffic procedures.



School hallway patrols in the secondary, as well as elementary, schools teach democratic action by complete co-operation of the pupils.

WE LEARN by doing. This statement is not new in the minds of educators. Most of us subscribe to the axiom that a well-adjusted child is one who can become actively interested in school and community activities. In our democratic form of government, with its many responsibilities, we realize that a co-operative action should be the result of any group thinking. We teach respect for our fellows. This respect includes self-respect, respect for school property, and we try to inculcate the habit of looking at things from the other fellow's viewpoint.

Our school felt that something should be attempted to alleviate the condition in the corridors and on the stairways. There was too much confusion and noise.

A group of students met with one of the upper grade teachers. He listened to their story and agreed that a solution must and could be found. The boys then organized, with a president and secretary. They appeared before the principal.

The group held a second meeting. From this meeting emerged a well-organized traffic squad. A captain and lieutenant were elected. They assigned other members to posts in the building.

It was then thought urgent to formulate tentative functions for members of the squad

MR. LEONARD is principal of Campbell Heights school, West Haven, Connecticut.

Democratic ACTION

by VICTOR E. LEONARD

and the school student body as a whole. These included:

- (1) This squad has been formed to improve the school.
- (2) An attempt will be made to prevent accidents in the building.
- (3) Dangerous practices of pupils will be reported to the traffic squad captain and teacher-advisor.
- (4) Traffic squad members will set good examples for their fellow pupils.
- (5) Squad members will report on time to posts and perform duties faithfully.
- (6) Squad members will try to earn respect of fellow pupils by a kind and friendly manner.

Then squad members and their advisor were given permission to hold an all-school assembly.

The art teacher was next approached by the boys of the squad. She was happy to help them create safety posters. It was decided to stage a contest and give recognition to those in the school who produced the most pertinent and attractive posters.

Signs were posted at various places throughout the school, too, setting forth the rules which the squad wished obeyed. Two women in the school offered to make arm badges for traffic squad members.

All of these details gave the squad a sense of responsibility. This was reflected in the manner in which they carried out their duties. It aroused interest among those in the school who at first scoffed and ridiculed the plan. These skeptics were anxious to become members of the organization.

This was a practical example of a democratic practice in our modern elementary school. Initiative must be encouraged if we are to prepare the future citizen for his participation in local, state and national affairs.

Safety Education for January, 1950

**Lower
Elementary**

January, 1950

Safety Lesson Unit



Sketch S8716A

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 6, ILL.

Teaching language arts, social studies and safety

Pick Up for Safety

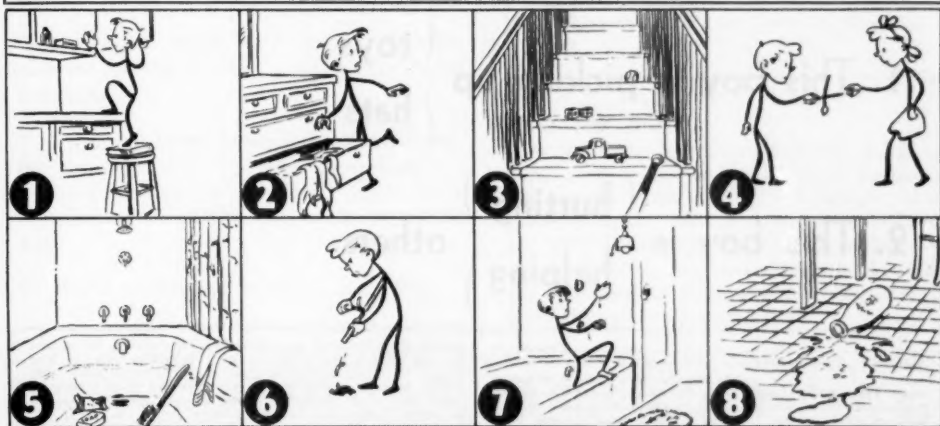
HOME SAFETY

Copy and —

Underline the correct answer. Talk about your answers.

1. Should boys and girls pick up their toys?
Yes No Why?
2. Should boys and girls pick up baby's toys?
Yes No Why?
3. Should skates or wagons be left on the walk?
Yes No Why?
4. Does it help mother if children pick up toys and clothes? Yes No Why?

Home Danger Pictures — Tell Why



Prepared under the direction of Helen Halter Long, principal, Chatsworth school, Larchmont, N. Y.
1 to 9 copies of this unit, 5 cents each. Lower prices for larger quantities. Printed in U.S.A.

Reading and Coloring Project

Copy and —

Color the Picture. Underline the correct answer.

PICK UP *for* SAFETY



1. This boy is picking up { toys
hats .
2. This boy is { hurting
helping } others.

Answers to "Home Safety"—All answers are "yes," except No. 3.
Answers to "Home Danger Pictures"—1. Don't stand on wobbly makeshift ladders, use a stepladder or a step stool.
2. Always close cupboard and bureau drawers as soon as you finish using them so others won't bump into them. 3. Always pick up toys especially from the steps where falls may be serious. 4. Always hand scissors or other pointed objects handle first. 5. Always pick up the soap and other things in the bathroom so others do not slip on them. 6. Always cut away from yourself when using a knife. 7. Never touch anything electric when your hands or body are wet or you may get a serious shock. 8. Wipe up any spilled liquid right away. otherwise someone may slip and fall.
Answers to "Reading and Coloring Project"—1. toys, 2. helping.

Pick Up for Safety HOME SAFETY



Sketch S8716A

Home Safety Quiz

Copy and—

On your own paper write in the missing words.

1. Keep stairways and floors free from brooms, mops and _____.
2. Don't lean against window _____.
3. Put things into closets so that they won't _____ out when the door is opened.
4. Close closet _____ and bureau _____.
5. Wipe up grease or spilled _____ immediately.
6. Use a _____ or sturdy _____ for reaching high places.
7. Keep small objects, such as pins, thimbles, nails and marbles, where _____ children cannot find them.
8. Be sure that your hands and feet are dry before touching _____ switches or appliances.
9. _____ the electric iron before leaving the room.
10. Hand scissors and knives _____ first.

What Is the Hazard?

Make pictures to show the following hazards or other home hazards that you know about. Tell why each of the pictures is a hazard.

1. Leaving your skates on the floor in the hall.
2. Cutting toward yourself with a knife.
3. Touching an electric heater with wet hands.
4. Showing your dad's rifle to friends.
5. Playing around the stove.
6. Using a sharp knife to open a jar.

Something to Think About

Who needs to learn more about home safety—boys or girls? You may be surprised to find out that three times as many boys as girls are killed in home accidents. What things do you think boys particularly need to be careful about in order to be safe at home?

Just for Fun

At the signal, list as many things as you can think of that boys and girls should be sure to pick up for home safety. For example, shoes, galoshes, bottles, etc. The winner will be the one with the longest list of varied subjects.

Arrange to see the movie, *Safety in the Home*, an Encyclopaedia Britannica film, available for rental through many agencies.




Answers to "What Is the Hazard?"—1. Someone may fall. If it is an older person, the fall may be fatal. 2. Your hand may slip and you may cut yourself. 3. You may get a severe shock. 4. It may be loaded and go off accidentally. 5. Children may be scalded if pots on the stove are accidentally turned over. 6. The knife may slip and cut you.

Answers to "Home Safety Quiz"—1. toys, skates, etc.; 2. screens or glass panes; 3. fall; 4. doors and drawers; 5. liquid, milk, etc.; 6. step ladder or stool; 7. young or little; 8. electric; 9. Disconnect; 10. handles.


Let's Look Around

INSIDE THE HOME



• Kitchen

Mary's mother lets her help  prepare dinner and shows Mary how to protect herself from burns by using pan lifters when she removes something hot from the stove. She unplugs the electric iron (as well as other electric appliances)  as soon as she has finished using them, making sure that her hands are dry before touching them. Disinfectants, insecticides, fuel oils and other poisons are kept in safe places out of the reach of the young children. Nothing that can catch fire is left hanging near the flame  of the gas stove.


• Bathroom

Medicines are kept in a high cabinet out of reach  of small children. Before using medicines, everyone remembers to read the labels on medicine bottles carefully, and the directions twice.

• Living Room and Bedrooms




The fireplace  screen is kept in place. Baby's crib has its sides up  and there's a window guard at the window. Sewing baskets, toys and clothes are put away.

• Halls — Stairways

 Nothing is left in the hall or on the stairs for unsuspecting feet to trip over.

OUTSIDE THE HOUSE

• Yard

 This yard is a safe and happy place in which to work and play. Dad and the older children  see to it that nails are removed from broken boxes and boards so that young children can't get hurt. All bottles and broken glass are picked up. Hoes and rakes are put away after use and never left with sharp edges up. Children never burn anything  unless dad or mother is present.

from "Help Your Child to Safety"—published by the Metropolitan Life Insurance Co.

Junior High Safety Lesson Unit

January, 1950

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 6, ILL.

For use in English, social studies, shop, home economics and guidance



Sketch S8717A

Safety Rules Are for Your Protection

EMPLOYMENT

Why?

Why do young workers have higher accident rates than do older workers? Place a check before each of the reasons that you think may be the cause of the higher accident rate for younger workers. Discuss your ideas in class.

- ____ Younger workers care less about staying alive than do older workers.
- ____ Younger workers are more afraid to ask for help because they think that others will laugh at them.
- ____ Younger workers don't mind as much being crippled at a job as do older workers.
- ____ Younger workers don't have the maturity to see the importance of safety instruction.
- ____ Younger workers don't mind being in the hospital as much as do older workers.
- ____ Younger workers like to show off what they can do without following safety rules.
- ____ Younger workers act more childishly and such horseplay causes accidents.
- ____ Younger workers are so trusting that they think they won't get hurt no matter if they don't wear or use safety equipment.

Job Hints — True or False

Copy and —

Mark *true* or *false*. If false, rewrite the statement to make it true.

- ____ 1. When delivering a package, open the door and put it inside, without wasting time waiting for someone to come to the door.
- ____ 2. When going into a barn, be sure to wait to light your lantern with a match after you are inside.
- ____ 3. Even if you are under eighteen, you should be willing to try any machine job to which you are assigned.
- ____ 4. If you are asked to follow certain safety rules, you should do so, even if they seem unnecessary to you.
- ____ 5. Picking up waste materials and wiping up spilled materials *promptly* is important to safety and efficiency.
- ____ 6. When "baby sitting" be sure not to disturb the baby by looking into his room.
- ____ 7. When reaching for something high, stand on the nearest shelf or box.

Answers to "Job Hints"—All false, except 4 and 5.

A Class Project

List the jobs that the boys and girls in your class do part time or in the summer. Then write safety rules for each. Illustrate the safety

rules with humorous or explanatory drawings. These writeups and pictures might be displayed on the bulletin board or in a bulletin.

Prepared under the direction of Forrest E. Long, chairman of the department of secondary education, New York university, New York, N. Y., and Helen Halter Long, principal, Chatsworth school, Larchmont, N. Y. 1 to 9 copies of this unit, 5 cents each. Lower prices for larger quantities. Printed in U.S.A.

On All Jobs

1. Act Your Age

Nothing disgusts the boss or your fellow workers more than an unnecessary accident caused by horseplay.



2. Ask for Help

Experienced workers don't try to do things that they don't understand or that will give them a physical strain. It isn't sissy on a farm, in a store or in a factory to ask for help with a heavy load or to ask how to do the job safely.



3. Take Time to Work Carefully

Doing things in a hurry usually results in poor workmanship or an accident. For example, throwing instead of handing things to another worker, piling materials in a sloppy manner, trying to oil or adjust a machine or tractor without shutting off the motor—all hasty acts speed up trouble.



Wee Willie Blinkie
Ran through the shop,
Upstairs and downstairs
And to the ladder's top.

When he slipped or stumbled,
Gaily Blinkie winked.
Blinkie was so carefree—
Too bad he's now extinct!

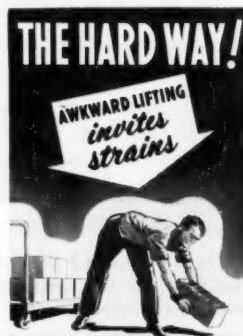
Whether You Work on a Farm, in a Business, at a Store or at Home— You Need to Learn How to Lift

Before lifting a load, take a good look at it; estimate its weight; and decide the best way to lift it safely.

These lifting procedures should be followed:

- Get a firm footing
- Crouch down to the object
- Bend knees but keep back almost vertical
- Get a comfortable, secure grip on the object
- Straighten knees; rise, keeping load close to body

Girls, Note! It's more graceful to lift correctly.



Senior High Safety Lesson Unit

January, 1950

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 6, ILL.

For use in English, American history, American problems, homeroom and guidance

Safety Rules Are for Your Protection

EMPLOYMENT

A Look at the Problem

In the 1800's and early 1900's many young people in their teens—sometimes 10 or 11 or even younger—worked almost as slaves in mines and factories. Today we feel that we have made great progress in protecting young people from work too difficult, tiring or dangerous for their age.

Yet, a recent magazine article* describes the tragedies that are occurring today when young people attempt jobs that are beyond their physical and mental maturity. In spite of the fact that there are laws in every state prohibiting child labor, there seems to be a shocking growth in the number of child laborers. In March, 1940, the United States Department of Labor reported 111,000 children legally employed. By April, 1945, with the lifting of war restrictions, this number had risen to 3,000,000. Since that time it was expected that the number would drop downward toward the prewar total, but it has stayed around the 2,000,000 mark.

In addition to these 2,000,000 legally employed, it is estimated that there are hundreds of thousands of other child laborers illegally employed. You may ask how such violations are possible. The reason seems to be that there are too few state and federal child labor officials to inspect the places where children are employed.

Younger workers, those under 18 years of age, are more frequently injured in industrial accidents in manufacturing industries than are those 18 years or over. Also, those under 18 are more likely to sustain injuries which permanently handi-

cap them, it is reported by the United States Department of Labor.

Let us look at some of these cases. A 13-year-old boy in Pennsylvania was hired by a hardware store and put to work operating a freight elevator. (The law states that no one under 18 shall be permitted to run any elevator.) The case came to the attention of authorities when the boy was crippled by the elevator. In the District of Columbia, a boy under 18 lost two fingers at a milling machine, although there is a law prohibiting the hiring of anyone under 18 to run a dangerous machine. Recently, when a girl of 16 was injured operating a machine in a midwest factory, it was found that there were 68 children under 16 working there and that 16 child workers had been injured in the preceding 14 months. Many other cases may be cited.

Consider the answers to these questions:

1. When you get a job, is it your responsibility to tell your correct age and to have your "working papers" in good order? Why is this wise?
2. Is it your responsibility to be sure that you do not let an employer assign you to a dangerous job which may result in your being killed or maimed? How can you decide whether a job is dangerous?
3. Why do you think that more young than old workers are injured in industrial accidents?
4. Do you have any responsibility as a citizen toward the child labor situation? What do you feel should be done?

*Maisel, Albert Q., *Danger! Children at Work*, *Good Housekeeping*, January, 1949.

Prepared under the direction of Forrest E. Long, chairman of the department of secondary education, New York university, New York, N. Y., and Helen Halter Long, principal, Chatsworth school, Larchmont, N. Y. 1 to 9 copies of this unit, 5 cents each. Lower prices for larger quantities. Printed in U.S.A.



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Girls, Note! It's more graceful to lift correctly.





BOTTLES—BOYS—AND—GIRLS

Chicago, Ill.—When Ed Landry, safety director for the Chicago Park district, discovered that every week broken bottles and other broken glass in the park were responsible for a great number of children being cut on the hands and feet, he decided to do something about it. He organized volunteer safety squads in 60 parks throughout the city. After two years, there are more than 3,500 children 10 to 16 years old engaged in making the parks safer places to play.

PITTSBURG PRACTICES PRECAUTION

Pittsburg, Kan.—The local safety council of Pittsburg believes that parents should be made aware of the necessity of training youths to drive safely. To that end the council has sent, without charge, 1,015 copies of the *Kansas Driving Handbook* to the parents of all students in the Pittsburg junior and senior high schools. The book was prepared by the Kansas Highway patrol and was given to the local safety council by the state safety department. The book is a summary of Kansas road rules for safe driving and includes safety pointers for drivers and pedestrians.

COMING EVENTS

February 12-15, Denver, Colo. Association for Supervision and Curriculum Development convention. A. Helen Anderson, chairman, publicity committee, Denver Public schools, 414 Fourteenth street, Denver 2, Colo.

March 5-7, Memphis, Tenn. Southern Safety conference. Braxton B. Carr, secretary-treasurer, 2120 First avenue North, Birmingham 3, Ala.

March 28-31, New York, N. Y. Twentieth Annual Safety Convention and Exposition. Greater New York Safety Council. (Hotel Statler). Paul F. Stricker, executive vice-president, Greater New York Safety Council, 60 East 42nd street, New York 17, N. Y.

SAFETY COURSES

New York, N. Y.—Spring term industrial and traffic safety courses offered by New York university, Center for Safety Education, begin on Feb. 6, 1950. For information, write or phone the Center.

APPOINTMENTS

New York, N. Y.—S. Kirklen Collins, former head of the safety department of the Shell Development company, later an industrial field representative for the National Safety Council and more recently a staff member of the Center for Safety Education, has been appointed to the staff of the Accident Prevention Department of the Association of Casualty and Surety Companies. Mr. Collins' major responsibility will be with the high school driver education program.

GERMAN PATROLS

Detroit, Mich.—W. G. Bergman, director of industrial research, Detroit Public schools, and formerly branch chief of education for the U. S. army in Bavaria (Germany) writes that student traffic safety helpers are now a part of the German school system. In every school a member of the teaching staff is designated as the traffic supervisor. He works in co-operation with the city police and is responsible for the selection, instruction and assignment of the pupils to the safety patrol.

FLUORESCENT LIGHT SHIELDS

Long Island, N. Y.—Even though the use of beryllium in fluorescent light tubes has been discontinued because of the possible danger of beryllium poisoning from broken tubes, the present stock of tubes will presumably last for quite some time. To provide protection in handling the tubes, there is now available an unbreakable plastic shield or sleeve which will fit over any standard fluorescent tube. In addition to its safety feature, the shield increases the efficiency of the light by reducing direct glare.

SCHOOL DAYS

Flossmoor, Ill.—Children from kindergarten to fourth grade now have a brand new school building. Fire hazards are reduced to a minimum in this building incorporating fire-proof features wherever possible. The modern structure also has adequately numerous exits.

ARMY "WOODENHEAD" TEACHES LIFTING

Fort Sam Houston, Tex.—"Oscar Mannequin," a novel safety aid at the Post safety office, Fort Sam Houston, shows soldiers and civilians how to lift heavy objects safely.

Oscar is constructed entirely of plywood with the exception of an ordinary weighing scale for a spinal column. When he is in the correct position for lifting—squatting, with knees bent and back straight—Oscar raises a weight by exerting only one pound of pull. In the wrong position for lifting—knees straight and back bent—he uses six pounds of pull to lift the same weight. In this case the dummy is not so dumb.



Views AND REVIEWS

♦♦♦ SAFETY TEACHING AIDS ♦♦♦

BOOKS AND PAMPHLETS

MANUFACTURING PROCESSES — MATERIALS. S. E. Rusinoff. 393 pp. Illustrated. Chicago, Ill.: American Technical Society. 1949. \$5.00.

Engineering students and designers should welcome this amply illustrated up-to-date volume. Fundamental principles of industrial procedures are presented in an easily understood fashion. Complete coverage is given to materials, equipment and processes necessary to produce the finished product.

THE INFORMATION FILM. Gloria Waldron. 282 pp. Illustrated. New York, N. Y.: Columbia University Press. 1949. \$3.75.

Sponsored jointly by the Public Library inquiry and the Twentieth Century fund, this book is an authoritative, detailed study

in the field of the adult information film. The entire picture of present-day nontheatrical films is presented, and hope is expressed that more will be done about them to encourage their improvement and wider use.

GOOD DRIVING PRACTICES. 24 pp. Illustrated. Detroit, Mich.: Plymouth Division, Chrysler Corporation. 1949. Single copy 10 cents.

In this booklet a traffic policeman tells a story which shows clearly the "whys and wherefores" of good driving practices.

How's YOUR DRIVING? 12 pp. Illustrated. New York, N. Y.: Metropolitan Life Insurance Company. 1949. Free.

With the aid of humorously drawn but serious-in-thought illustrations for each point discussed, this booklet reminds drivers of safe motoring practices.

EDUCATION FOR SAFE LIVING. Herbert J. Stack, Ph. D., Elmer B. Siebrecht, Ed. D., and J. Duke Elkow, Ph. D. 447 pp. Illustrated. Second edition. New York, N. Y.: Prentice-Hall, Inc. 1949. \$5.00.

This book was reviewed in **SAFETY EDUCATION** in May, 1943, by John E. Corbally, professor of secondary education, University of Washington, Seattle. In part, Corbally said: "The book covers the field of safety, showing the role played by the elementary school, the secondary school and the college. The illustrative material is excellent. The style is pleasing, and the format is excellent.

"Every school administrator should have this book on hand for ready reference. The book is well adapted for use as a text in introductory courses in safety education."

What Professor Corbally said in 1943 is applicable today, since this second edition contains all that the first edition did but has been brought completely up to date.

COMPLETE BOOK OF HOME REPAIR AND IMPROVEMENTS. Popular Mechanics. 512 pp. Ill. New York, N. Y.: The Greystone Press. 1949. \$2.98.

This book is excellent in every respect. The photographs and diagrams are very easy for all home projects. The sections involving more technical subjects, such as electricity and plumbing, and heating and insulation, have been written in the layman's language with simplified drawings.

The editors have included safety throughout the various sections. Realizing that the average home owner will follow this text very closely, the editors have made a practice to alert the reader to hazards involved in every

operation, means of properly guarding against the hazards, and safe ways of handling the equipment involved. Many of the subjects included in this volume have been televised. The book is crammed with step-by-step photographs, diagrams and drawings that are easy to follow. A ready-reference index completes this handy volume.—**George MacDonald**, senior safety engineer, industrial division, National Safety Council.

HERE'S HOW—TO COMBAT TRAFFIC ACCIDENTS WITH SAFETY PROJECTS. 64 pp. Illustrated. Chicago, Ill.: Accident Prevention division, National Association of Automotive Mutual Insurance Companies. 1949.

States, communities, organizations, schools and individuals will find this booklet of more than passing interest. With an imposing list of contributors, it shows, by means of dramatic text and pictures, what is being done throughout the country to promote traffic safety.

THESE ARE YOUR CHILDREN. Gladys Gardner Jenkins, Helen Shacter, Ph.D., William W. Bauer, M.D. 192 pp. Illustrated. Chicago, Ill.: Scott, Foresman and company, 1949. \$3.50.

Written principally for parents, this book can also be of considerable use and interest to anyone who deals with children. Its well-illustrated contents are divided into chapters for each age group from the five-year-old to the preadolescent. Physical and mental growth and changing interests and hobbies which may be expected at any given age in this group are explained so parents may anticipate them. There is also an easy, natural approach to sex education.

By use of illustrations, case histories and other equally effective methods *These Are Your Children* clearly "explains what the schools are doing to meet the changing needs of today's children; and it tells parents how they can co-operate to complete a harmonious home-and-school relationship, so essential to the all-around development of any child."

The earlier and larger portion of the book does not mention safe practices and suggestions as such; toward the end of the volume, however, there is a guide, in outline form, which points out to the parent or teacher important concepts the child should possess at any given age. In this section, safety, and learning to live safely, is handled very well. For each age, the guide lists thoroughly what the child should know about how to live safely.

The authors, who are all parents as well

as authorities on child development, have included a bibliography of foremost books, pamphlets and articles available on the pre-adolescent child.

SHOP SAFETY EDUCATION. The State Education Department. 319 pp. Illustrated. Albany, N. Y.: The University of the State of New York. Distributed by Delmar Publishers, Inc., Albany, N. Y. 1949. Paper cover, plastic binding, \$2.55. Cloth cover, hard binding, \$3.30.

Shop Safety Education was written under an arrangement which follows accepted practice in getting an industrial training job done; that is, making use of educational institutions, public and private agencies and organizations. A bureau of vocational curriculum development and industrial teacher training; a school of industrial labor relations; boards of education; various state departments, such as health, labor, insurance, public works and safety; and organizations, such as insurance companies, public service corporations, manufacturing corporations, agricultural departments, safety councils, educational associations and the U. S. Department of Labor co-operated to produce this work. Assisting in the project also were school administrators, teacher consultants and safety consultants.

The content of the book includes a coverage of areas basic to the study of safety in school shops. The problem and the needs are treated; then the important item of the administration of the school shop safety program is discussed. There follows material on securing a safe environment to work in: the room, shop layout, physical conditions, guarding machines and maintaining the shop and facilities in the best possible condition. Personal protective equipment, many times not adequately taken care of in school shops, is included. The question of accident prevention and the problem student is carefully analyzed, and helpful suggestions are given.

Approximately one third of the book is devoted to descriptions and listings of safe practices and recommendations as to the way to use hand and machine tools and other equipment.

An important feature of the book is the presentation of an effective accident prevention program in school shops—its purposes, organization, method of carrying on, accident reporting, surveys and first aid. Then, too, there is a discussion of the public and private agencies, organizations which are actively promoting industrial safety, and the services which are rendered by the various local, state and national organizations.

The appendix is a bibliography of carefully selected references.

This book brings to the shop teacher, supervisor and administrator the basic things the instructor should know about safety.

The book serves a particular need, too, in that it calls attention to ways shop planners and teachers could be benefited by knowing and following local, state and national codes, and by being familiar with safe practices and procedures of industry and public services. Ways to co-operate with public agencies, as shown in the study, might well serve as a basic text for those preparing for practical arts, shop or laboratory instruction, and it surely should be in the possession of all educators interested in the industrial arts and industrial-vocational activities.—**Roy R. Van Duzee**, director of vocational and adult education, West Allis (Wis.) School of Vocational and Adult Education.

SAMMY SPROCKET SAYS. Edited by Beatrice Roblee, School and College Division. 16 pp. Illustrated. Chicago, Ill.: National Safety Council. 1949. Single copy, 10 cents. Quantity prices upon request.

Sammy Sprocket is a very knowing young man when it comes to helping people learn the safe way to ride a bicycle.

Sammy first states the National Safety Council's "Lucky 13" rules for the safe rider and then, rule by rule, with an actual photograph to illustrate each point, tells in detail why obeying these cycling rules will keep people safe on the streets and highways.

SAFETY EDUCATION IN THE SECONDARY SCHOOL. School and College Division. 55 pp. Illustrated. Chicago, Ill.: National Safety Council. 1949. 60 cents.

To a person first turning back the attractive cover of this manual and suddenly becoming aware of the amazing wealth of data it contains, the effect is somewhat like discovering that an innocent-looking object in the room is a powerful bomb about ready to explode. In this case the "explosive" particles consist of valuable material and suggestions to be used for organizing and maintaining a general safety program in the secondary schools.

Since the responsibility of initiating an over-all school safety program, or expanding and improving an existing one, rests with the principal, the manual can be to him what a ladder is to a painter—something on which to stand to do the job.

First of all this really handy guide shows how to organize for action, which entails assigning some of the planning and execution of the program to a faculty-student committee. The committee's personnel, procedures, consultants and general functions are then considered. From there, by means of sample check lists and other devices, virtually every conceivable student safety need is determined and discussed—with suggested action included.

As to organization of the curriculum in general safety education, the theme of the manual runs toward that of tailor-made programs to fit the individual school but with the understanding that there are sound safety program features common to *all schools*. Today, excellent, tested materials are available to be adapted to each situation. This "little safety bombshell"—despite limited space—then manages to include 14 suggested units of instruction and a listing of more than 200 selected safety materials and publishers' addresses.

HORROR IS NOT ENOUGH. Eliot Janeway. 4 pp. Illustrated. Reprint from *Woman's Home Companion*. New York, N. Y.: Association of Casualty and Surety Companies, Accident Prevention Department. 1949. Single copy, free.

Campaigning forcefully for a uniform traffic code in all our states, the author of this article describes the "chaotic hodgepodge" of present traffic laws and resultant needless accidents. He points out that, through The President's Highway Safety conferences, such a set of uniform, flexible laws has been formulated but public opinion has not been sufficiently aroused to see that the laws are put into effect.

SAFETY EDUCATION DIGEST. Division of General Education. 68 pp. New York, N. Y.: Center for Safety Education, New York University. 1949. Single copies 70 cents each. Quantity prices upon request.

For anyone interested in the safety field, this digest is of value and practical aid. Both school and nonschool personnel will find the digest's 22 articles on accident prevention and educational safety authoritative and timely.

THE MOTOR VEHICLE DRIVER: HIS NATURE AND IMPROVEMENT. Editor-in-Chief, Colonel Robert C. F. Goetz, U.S.A., Retired. 165 pp. Illustrated. Saugatuck, Conn.: The Eno Foundation for Highway Traffic Control. 1949 (Professional edition). A special School and College edition,

Ready for Winter?

Are your school safety patrols ready for the coming winter ahead? They should be properly equipped and protected against the rain and sleet weather that will be inevitable.

"Rainfast" coats and hats are absolutely waterproof, suitable for summer as well as winter wear. They are 100% all rubber, and seams are vulcanized for added protection.

The dead whiteness of these coats is an added safety factor on dark gloomy days, giving long range visibility. Also available in yellow and black, they have school, sponsor, or city name on the back.



Smart looking patrol belts of white web or white and yellow plastic. The metal hardware is of rustproof nickel. The whole belt is easily cleaned and adjustable.



"Corporal Digby" remains on guard in all sorts of weather. Five feet tall in vivid red, yellow and black enamel on heavy steel, it warns motorists of school approaches.

We can also furnish the following accessories:

- PATROL CAPS
- OVERSEAS CAPS
- FELT EMBLEMS
- PATROL BUTTONS
- CAUTION FLAGS
- RAINWEAR
- WINTERWEAR
- ARMBANDS
- RUBBERBOOTS

Write for our latest catalog

GRAUBARD'S

America's Largest Safety Patrol Outfitters

266 Mulberry St. Newark 5, N. J.

printed from the same plates, is published by the Center for Safety Education, New York University, 8 Fifth Avenue, New York, N. Y. Special cost-price, 50 cents per copy plus postage.

At last there is a book-length study in the traffic safety field that recognizes the *driver*, first as a member of society to be understood in his *entire* personality and, then, in relation to his behavior as an operator of a motor vehicle. Only in this way the many expert technicians (from several specialized areas of traffic accident prevention), who prepared the various chapters of the book, feel that the problem eventually will be solved. The book is an outgrowth of, and a supplement to, *Personal Characteristics of Traffic Accident Repeaters*, a monograph which was published by the Eno Foundation in 1948.

Since all of the contributors to the volume are so well recognized in the safe driver education field, it was the consensus that there should be no *one* author but rather a compiler to co-ordinate all of the various contributions. This was done by Milton D. Kramer, assistant director of the Center for Safety Education.

In addition to the excellent bibliography, which deserves special mention because (by

means of specific references) it is designed to be used throughout the text with a minimum of effort, there are ten chapters.

Chapter 1, by Milton D. Kramer, delineates the *nature* of the problem.

In Chapter 2, David Monroe and Elbert J. Honeycutt show the real value and use of accident records, and driver performance.

A. R. Lauer, Chapter 3, thoroughly discusses psychophysical aptitudes, limitations and accidents.

Physical, mental and emotional factors appear in Chapter 4, and their importance is explained by Herbert J. Stack.

The vital necessity of traffic regulations, enforcement and driver behavior is considered, in Chapter 5, by J. Stannard Baker.

Highway design, traffic control and driving are handled, in Chapter 6, by Fred W. Hurd.

Herbert J. Stack and Mary K. Moran combined their knowledge and efforts, in Chapter 7, on the problem of accident repeaters.

Driver licensing, its real significance and value, enters the book in Chapter 8, and is written by Glenn V. Carmichael.

Milton D. Kramer contributes Chapter 9—driver improvement.

S. Kirklen Collins provides, in Chapter 10, an excellent summary and recommendations.

Another of the book's really noteworthy points is the interesting attention-holding manner in which it is written. Unfortunately, too many educational efforts run to dryness and pedantry, but this is certainly not the case with *The Motor Vehicle Driver*.

As a closing thought, the book itself admits that it (except in a few cases) cannot provide a final answer to questions that appear in it. Rather, it should be regarded as "material designed to stimulate further study." And that it should!—E. R. Klamm, assistant director, safety and traffic engineering department, Chicago Motor club.

BICYCLE SAFETY EDUCATION BY PRACTICE. Bulletin 394 (Revised). Commonwealth of Pennsylvania. 38 pp. Illustrated. Harrisburg, Pa.: Department of Public Instruction. 1949.

This publication is a guide for enlarging upon, or instituting, a bicycle safety program.

POWER SKIING ILLUSTRATED. Principles of the Dynamic Technique. Tyler Micoletau. 96

for SAFETY PATROL EQUIPMENT

Send for new circular of Sam Browne Belts, Arm Bands, Badges, Safety and School Buttons.

We can furnish the Sam Browne Belts in the following grade—adjustable in size. The "Bull Dog" Brand Best Grade For Long Wear White Webbing 2" wide at \$15.00 Per Doz. \$1.50 each small lots.

3 3/4" ARM BANDS

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No. 44 Green on white

pp. Ill. New York, N. Y.: A. S. Barnes and Co. 1949. \$2.95.

Starting with the first principle of modern ski technique, each step of walking, climbing and turning is thoroughly explained. "When you are an expert, skiing is as simple as that." So states the author in his introduction. And he forthwith makes the reader feel all he has to do is relax and go skiing.

Mr. Micoeau takes no credit for the technique he illustrates and explains. "It is very definitely an American technique, but you may note its derivation from the European system." The techniques are fused to meet the needs of our topography, climate and temperament.

The only safety, as such, is in the fact that the correct way to do anything is the safe way. If right techniques are used, the skier will be as safe as if he were walking—perhaps even safer, considering the high pedestrian accident toll today.

MAN AND THE MOTOR CAR. Albert W. Whitney. Editorial revision by Milton D. Kramer. 318 pp. (Completely revised). New York, N. Y.: Accident Prevention Department, Association of Casualty and Surety Companies. 1949.

Based on 16 years of clinical experience of leading safe driving educators, the latest edition of *Man and the Motor Car* is an outstanding textbook of its kind. It was the first book of this type to be published and "combines all of the techniques of operational know-how with a wealth of helpful material for developing attitudes essential to safe operation of motor vehicles."

Two editions, Standard and State, are published. The latter contains special sections dealing with particular problems in each state—including its motor vehicle regulations and licensing laws.

● ● ● PLAYS

OPERATION SAFETY—TEEN AGE. A play for Teen-agers. Safety Council of the J. M. Atherton High School for Girls, Louisville, Ky. Chicago, Ill.: National Safety Council. 1949.

Sally James, 17, a typical teen-ager who thinks accidents won't happen to her, is taught a lesson by her family and friends.

Safety Education for January, 1950

"Ghosts" of Sally's past careless acts, which might have resulted in serious accidents, parade before her on the evening of her Halloween party. Sally finally sees the dangerous and unsafe direction toward which she has been heading.

● VISUAL AIDS

YOU'RE DRIVING NINETY HORSES. 16 mm. Sound motion picture. 25 minutes. Color. Chicago, Ill.: American Telephone and Telegraph Co.

Emphasizing the "three C's" of driving—concentration, control and courtesy—this film shows both good and bad driving habits, and the results of each.

BICYCLING SAFELY TODAY. 16 mm. Sound motion picture. 25 minutes. Black and white. New York, N. Y.: Bicycle Institute of America, Inc.

A champion bicycle rider and "Miss Bicycle" enumerate safe bicycle riding rules, as well as several "don'ts" of good cycling.

Despite the few negative aspects, such as speaking of riding single file and then showing the expert cyclist riding side by side with another rider on a busy street, the film is fundamentally sound.

MAGAZINES—various publications recently received containing articles of current interest on safety.

ACCIDENT REPORTING. *School Shop.* October, 1949. p. 2.

ARE YOUR SCHOOL CHILDREN SAFE? Ray O. Duncan. *Illinois Education.* September, 1949. p. 26 ff.

BEWARE OF BROKEN FLUORESCENT LIGHTS. Laird S. Goldsborough. *California Parent-Teacher.* November, 1949. p. 14 f., and *Reader's Digest.* September, 1949. p. 59 ff.

CAN THE DRIVER SEE THE CHILD? *Michigan Education Journal.* Oct. '49. p. 180 f.

CLEAN THOSE CHIMNEYS FOR SAFETY. Kenneth Duncan. *American Home.* October, 1949. p. 116 ff.

CUT IN TERRIBLE TOLL OF FIRE IS GOAL OF U. S. DRIVE. *Young America.* October 13, 1949. Cover and p. 5.

DON'T BE CARELESS! *Fireman's Fund Record*. October, 1949. Inside back cover.

DRIVER EDUCATION PROGRAM INITIATED. *Los Angeles School Journal*. Sept. '49. p. 16.

DUTCHMEN ON BICYCLES PRESENT TRAFFIC HAZARD. Archer L. Burnham. *Nebraska Education News*. October 7, 1949. p. 8.

THE FACTS OF LIFE. C. Reynolds Weaver. *Systems*. September, 1949. p. 10 f.

FIRE PREVENTION WEEK 1949. *Fireman's Fund Record*. October, 1949. p. 8 f.

FIRE SAFETY IS NO ACCIDENT. Philip Bray. *Loss Control*. October, 1949. p. 4 ff.

FOR PARENTS—HELP YOUR CHILD TO SAFETY. *The Children's Friend*. August & September, 1949.

GREEN CROSS FOR SAFETY. *Student Life*. October, 1949. p. 21 f.

HALLOWE'EN FUN! *American Junior Red Cross News*. October, 1949. p. 20 f.

HIGH SCHOOL PATROLS AS AN ASPECT OF DEMOCRACY. V. E. Esson. *North Dakota Teacher*. September, 1949. p. 12 ff.

HIGHWAY SAFETY ALPHABET. *The Old Trail*. November, 1949. p. 2.

PLASTIC SAM BROWNE BELTS FOR GREATER SAFETY



Available in either white or Federal yellow, these plastic belts glisten in the sun and are bright on dark days. Flexible—Smartly Styled—Adjustable—Easily Cleaned.

Federal Yellow Flags with desired lettering and Yellow Raincoats with Hats and Cape Caps to match complete the attire of your School Patrol.

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HOW SAFE IS YOUR SHOP AGAINST FIRES? *Industrial and Vocational Education*. November, 1949. p. 362.

INDUSTRIAL ACCIDENTS. M. N. Gupta. *People's Health*. August, 1949. p. 495 f.

LET'S HAVE MORE DRIVER TRAINING! H. Ross Jackson. *The Indiana Teacher*. September, 1949. p. 14 f.

LET'S "PLAY SAFE." Frances Olson and Marjorie Hammersly. *California Parent-Teacher*. September, 1949. p. 6 f.

LET'S TAKE A DRIVING TEST. *California Parent-Teacher*. September, 1949. p. 25.

THE LIFE YOU SAVE MAY BE YOUR OWN. H. C. Lautz. *West Virginia School Journal*. October, 1949. p. 25.

THE NATIONAL SAFETY COUNCIL'S MATERIALS SERVICE PLAN. Vivian Weedon. *Safety Education Digest*. Fall, 1949. p. 55 f.

OUR LEGISLATURE IS SAFETY-MINDED. *California Parent-Teacher*. Nov. '49. p. 18.

PROGRESS IN SAFETY. *Statistical Bulletin*. September, 1949. p. 1 f.

SAFETY EDUCATION: A COMMON LEARNING. J. Harry Adams. *The Education Digest*. October, 1949. p. 40 f. (Reprinted from SAFETY EDUCATION, April, 1949. p. 2 f.).

SAFETY GOES TO SCHOOL IN LARCHMONT. Ruth Davis. *American Home*. October, 1949. p. 18 ff.

THE SCHOOL FIRE DRILL. *NEA Journal*. October, 1949. p. 508 f.

STATISTICS ARE NOT ENOUGH. C. R. True. *Fireman's Fund Record*. Nov. '49. p. 12.

TEACH THEM TO DRIVE AND LIVE! Mrs. Mary Darr Coleman. *Georgia Education Journal*. October, 1949. p. 12 f.

TO GROW UP SAFELY! *American Junior Red Cross News*. November, 1949. p. 17.

TOUCHBALL OR NOT? George W. Haniford. *Journal of School Health*. October, 1949. p. 221 ff. (Reprinted from SAFETY EDUCATION, May, 1949. p. 2 f.).

WORK SAFELY. Editorial. *The Actna-izer*. October, 1949. p. 2.

WRONG KIND OF SAFETY TALK CAN GIVE PRIMARY CHILDREN FEAR COMPLEX. Margaret Blount. *Illinois Education*. October, 1949. p. 68 f.

YOUNG DRIVERS. Edward D. Lawson. *Fireman's Fund Record*. October, 1949. p. 4 ff.

Safety Education for January, 1950

How will they look to YOU a few years from now?



Your wife's eyes: What will you read in hers when she asks whether you can afford that modest cottage that's for sale?



Your boy's eyes: What will you see in his eyes the day he asks whether you can afford to send him to college?



Your own eyes: What will the mirror tell you about them when it's time to retire, and take things easier?

There's no better time than right now to sit back and think what **you** will see in your family's eyes a few years from now.

Whether they glow with happiness or turn aside with disappointment depends, to a very large extent, upon what you do **now**.

So plan **now** for that home you plan to buy eventually . . . set aside money **now** for his college education . . . plan **now** for the day you can retire.

Decide now to put part of your salary week after week, year after year in U. S.

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TRADE PUBLICATIONS

The following publications are intended for the guidance of those responsible for the purchase of equipment to promote safety in the school. The coupon below will bring FREE to responsible school personnel any or all of those listed.

1. "An Open Letter to All Safety Patrol Directors": A folder showing a complete line of safety patrol equipment and accessories. Illustrated are raincoats, patrol belts, badges, caps and overseas caps, buttons, arm bands, emblems, flags and the "Corporal Digby" Safety Sentinel. Graubard's, Inc.
2. "The Positive Safety Teacher for Small Fry": A brochure describing a child size replica of a man size traffic light. Lights are changed by the turn of a knob, making it an effective safety teaching aid for small children. School Safety Light Corp.
3. Hospital Insurance: Information on a protection plan that pays cash each month in case of sickness, accident or quarantine, giving teachers freedom from financial worry. Teachers Casualty Underwriters.
4. Bulletin Boards: A leaflet describing changeable letterboards for lunchrooms and corridor directories, and a cork-back bulletin board for announcements and other posting material. A. C. Davenport Co.
5. School Equipment: A complete catalog of school equipment, supplies, books and teaching aids. Seating, lockers, playground equipment, and classroom supplies are some of the many items illustrated. Beckley-Cardy Co.
6. "Mercurochrome—Its Use in First Aid": The story of mercurochrome, the work of bacteria in causing infections, and how mercurochrome can be used to combat infections is told in this book. Hynson, Westcott & Dunning, Inc.
7. School Bus: A catalog giving complete information on a school safety coach of all steel. Strong frame and floor, scientific lighting, coded wiring, and safety sash windows are some of its many advantages. Superior Coach Corp.

SAFETY EDUCATION

JANUARY, 1950

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40

Speaking

(Continued from page 4)

adequate and constant appraisal can attention be properly directed and modifications, adjustments, and emphasis be correctly instituted.

And so, in speaking for safety education, the superintendent of schools speaks for a fundamental part of the total educational program. He speaks, further, for that phase of education as it is carried on throughout the entire school experience of the child, from the kindergarten right through to graduation from high school. The superintendent recognizes that upon the success of the program of safety education, in its effect upon the individual student, rests the full realization of the objectives of the entire, over-all program of education.

Jackson's Mill

(Continued from page 11)

sive traffic law violations) were listed as minimum qualifications for driver education teachers. In addition, recommendations for preservice and inservice experience and credits were detailed.

That there is a need for constant evaluation and research made up the fifth conclusion. Self-appraisal by the students and student leadership were also considered valuable. Further, "the Conference strongly urged the co-operation of research centers and research-minded individuals to approach the many unanswered problems in the field of driver education."

As with any job well done, the Millers talked it over on its completion and added many worth-while suggestions in the form of talks and panel discussions, follow-up committee reports, resolutions and definitions.

Driver education was defined as "all those learning experiences provided by the school for the purpose of helping students to learn to use motor vehicles safely and efficiently.

"Classroom instruction in driver education programs refers to those learning experiences which are provided elsewhere than in an automobile.

"Practice driving refers to learning experiences in driver education provided for the student as an observer and student-driver in an automobile."

The mills of the gods are grinding exceedingly fine—but not at all slowly.

Safety Education for January, 1950



*Here's the
National Safety
Council's Answer*

SCHOOL ADMINISTRATIVE SERVICE

The above "want-ad" is a composite statement of the needs of thousands of teachers who have written the Council for assistance.

Working from these general requirements, the Council's School and College Division designed the new School Administrative Service to give teachers and schools the type of material they want at a price well within their budgets.

EFFECTIVE—These 11 key periodicals are prepared with the help of outstanding educators; the safety education methods and techniques suggested are the end-products of their years of experience in teaching result-producing safety courses.

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Keep a bottle of 'Mercurochrome' handy for the first aid care of all minor wounds. Do not fail to call a physician in more serious cases.

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